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- J. J. Findlay.—Dec. 14, *The Word Humanism*, E. Ray Lankester and H. M. Beatty; *The Pronunciation of Latin*, R. L. Turner.—Dec. 21, *A Defence of Classics* = (R. W. Livingstone, *A Defence of Classical Education*); *Democracy and Greek*; *Down with Demosthenes*.
- Times (London) Literary Supplement—Nov. 24, *A Classical Dictionary*, John Murray [a comparison of Walters' *A Classical Dictionary*, with the various issues of Smith's Dictionary].—Dec. 1, *The Classics on the Somme*, E. G. Selwyn.—Dec. 8, (H. B. Walters, *A Classical Dictionary*).—Dec. 15, *Plutarch's Lives* = (Translation by B. Perrin, Vols. 3 and 4, in Loeb Classical Library); (Maurice Emmanuel, *The Antique Greek Dance*, Trans. by Harriet J. Bealey); *The Classics on the Somme*, G. A. J. Cole.
- Times (New York) Book Review—Dec. 10, *Ethics of Euripides* = (R. Carpenter, *The Ethics of Euripides*); *Wonders of Antiquity* = (E. J. Banks, *The Seven Wonders of the Ancient World*).
- Unpopular Review—Jan.-Mar., *Oedipus and Job* [Non-classical ethical discussion involving the Oedipus problem].
- Zion's Herald, Boston—Oct. 25, *The Renaissance of Sappho*, E. J. Carpenter.

## V

- Bibliotheca Sacra—Oct., (W. S. Fox, *The Mythology of all the Races*. Vol. 1, Greek and Roman).
- Columbia Alumni News—Feb. 2, *Teachers College Establishes a New Experimental School*, C. B. Upton [Exposition of the Scheme for the so-called Modern School].
- Contemporary Review—Jan., *Classical Education* = (R. W. Livingstone, *A Defence of Classical Education*); (A. Grant, *Historical Introduction to the Private Law of Rome*).
- Dial—Jan. 11 (A. D. F. Hamlin, *A History of Ornament, Ancient and Medieval*).
- Fortnightly Review—Jan., *A Half-Hour with Ovid*, W. S. Lilly.
- Literary World—Jan. 4, (*The Minor Poems of Vergil*, Translated by J. J. Mooney).
- Mid-West Quarterly—Oct., *The Philosophy of Tragedy*, H. B. Alexander.
- Monist—Jan., *Greek Ideas of an Afterworld*, O. O. Norris.
- North American Review—Feb., *Religion and Art: Some Main Problems of Recent Archeology*, V. Lee.
- Recueil des Travaux Relatifs à la Philologie et à l'Archéologie—xxxviii. 1-2, *Une Petite Horloge Astronomique Gréco-Egyptienne*, H. Sottas [illustrated]; *Herodotus*, G. Maspero.
- Revue Critique—Jan. 6, (J. Dreyer, *Greek Education*).
- Revue Métaphysique et de Morale—Sur la Conception Épicurienne du Progrès, L. Robin.
- Revue Universitaire—Jan., *Les Humanités*, L. Joliet; *L'Explication Méthodique du Latin*, F. Gaffiot.
- Saturday Review—Dec. 23, *The Roman Poet of Science* (W. E. Leonard, *T. Lucretius Carus: A Metrical Translation*); Jan. 6, *Latin and Greek* [correspondence]; Jan. 13, *Classical Education* (R. W. Livingstone, *A Defence of Classical Education*); *Latin and Greek* [correspondence].
- Science—Feb. 2, *School of the General Education Board* [The Flexner Modern School].
- South Atlantic Quarterly—Jan., *The Influence of Nonnus on 19th Century English Literature*, Wm. Chislett, Jr.
- Spectator—Jan. 6, *Two Quotations from Ovid*, A. J. B. [correspondence: a reply to President Wilson from classical sources]; Jan. 13, *New Volumes of the Loeb Library*.
- Times (N.Y.) Review of Books—Feb. 4, *Eleusis* = (L. V. Ledoux, *The Story of Eleusis*); *Loeb Library* (notes on several additions).

## THE LATIN LANGUAGE AND LITERATURE IN RELATION TO CULTURE<sup>1</sup>

Literature has been defined as a criticism of life; and, if this definition be accepted as true, the literature of classical antiquity can never be wholly ousted from its place in our Schools and Colleges. I need not, I am sure, do more than point out the fallacy underlying the assumption that the study of the Classics can be of no practical use. Even when one has no thought of gaining a livelihood by teaching them, their study is eminently practical. As a mental discipline the study of Greek and Latin is invaluable, to be placed second only to mathematics. . . . And here let me say that mental discipline is the true function of education.

We should not lose sight of the etymological derivation of the verb 'educate'. To educate is to train or to lead out all the powers or faculties of the soul, the intellect, the will—above all, the will—the memory, the imagination, the aesthetic faculty. The adult mind that is dissipated, unable to concentrate itself upon whatever subject is presented to it and, by laborious but joyful effort, win to its mastery, is undisciplined and therefore uneducated. Whatever, then, makes for a disciplined habit of mind must ever be considered of eminently practical use.

"Of possessions", says Aristotle, "those rather are useful which bear fruit; those liberal which tend to enjoyment. By fruitful, I mean, which yield revenue; by [enjoyable, where nothing accrues of consequence beyond the using". Let us confess at once that, for the majority of mankind, a knowledge of the Classics will not yield revenue. Hence, the possession of such knowledge cannot be called—in the Aristotelian sense—a useful possession. Useful knowledge is essential that we may gain our daily bread; liberal knowledge is equally essential that we may eat that bread in happiness. The acquiring of a knowledge of the Classics ought to be urged as the acquiring of liberal knowledge, of a knowledge, that is, that will tend to enjoyment. There will be no practical results from such knowledge as measured in terms of dollars and cents. Results there will be, but of another and infinitely better sort. When the man of affairs, who is also a lover of the Classics, has finished the day's work and seeks the sanctuary of his home, he will find that his knowledge of the Classics will act as a more powerful talisman than Aladdin's wonderful Lamp. For by means of this knowledge he may evoke from the dim past the choicest spirits of antiquity to sooth by their wit and wisdom his weary soul. Tyraeus will sing to him of patriotism in glorious hexameters whose martial rhythm, after nearly three thousand years, has power yet to make the heart beat quicker. Anacreon, Sappho, Theocritus will pipe to him on tenderer themes. He may live again the golden days of Imperial Rome, in the smoothly-flowing verses of Ovid, in the Satires of Juvenal, the Bucolics of Vergil. He may walk again the Via Sacra with Horace or listen in the Senate while Cicero in perfervid periods denounces Catiline. Who will say that this golden key that opens the doors of the past is of no real use, is not worth the efforts necessary to win it? "Whatever", says Dr. Johnson, "withdraws us from the power of our senses, whatever makes the past, the distant or the future predominate over the present advances us in the dignity of thinking beings".

But, it may be urged, all this pleasure may be mine without the drudgery of years spent over the Latin Grammar. The English language, which is mine by birth, affords me an ample field of intellectual enjoyment in which to brouse in my leisure hours. It is indeed true that there is no literature richer than the English, no poets more inspired than our own. Yet even this literature and these our poets are better understood and more keenly enjoyed by those to whom the great writers of antiquity are not unknown. The pages of Milton are replete with classical allusions; and indeed the same can be said in a lesser degree of all our great poets, with the possible exception of the greatest of them all, Shakespeare. Let anyone who loves the music of Fitzgerald's Omar read again Horace's Odes to Thaliarchus and to Leuconoe and he will be convinced that even in poetry there is nothing new under the sun; and that the Persian bard has not set forth the philosophy of unbelief in so musical a setting and so genially as old Horace sang it a millenium before him, as he wandered through the groves of Tivoli or rusticated at the Sabine Farm.

<sup>1</sup>We give here a brief outline of an address delivered, extemporaneously, at the meeting of The Classical Section of The New York State Teachers' Association, at Syracuse, December 29, 1916, by the Rev. William M. Dwyer, Rector of St. Mary's Church, Clinton, N. Y. The paper is to be published, in the stenographer's version, in The Journal, organ of The New York State Teachers' Association (the Secretary of the Association is Mr. Richard A. Searing, North Tonawanda, N. Y.).

Before I close I would like to call your attention to a vast field of cultural literature that is in our day a veritable *terra incognita* to the average Latinist. I refer to the Latin authors of post-classical times. For the first thousand years of Christianity—the formative period of our civilization—nearly everything that was written was written in Latin. Petrarch rather disdained Dante's *Divina Comedia* because it was written in the vulgar tongue. Only a dense ignorance will think that during so long a time of the world's history nothing worthy of our study was produced. Archbishop Trench has done excellent service in calling attention to the hymnody of that period, but for the most part it remains an unknown land to the modern Latinist. The Ambrosian and Gregorian hymns, the poems of Prudentius and Sedulius—the latter a pre-Patrician Irishman settled in Greece—are, many of them, exquisite. The prose of St. Augustine and Gregory the Great, while departing somewhat from the antique models of excellence, is yet a virile prose clothing sublime thought. As writers in a lighter vein I might mention Cassiodorus, soldier, statesman and monk, whose description of his monastic retreat perched high upon the Apennines, overlooking the lovely bay of Squillace, must ever remain a classic. The *Historia Francorum* of Gregory of Tours, barbarous at times in its Latinity, is nevertheless practically the only authentic description of Merovingian times and manners.

#### SCRIBERE IUSSIT AMOR<sup>1</sup>

Filius ille deae Veneris pulchrae mihi fixit  
pectore tela sua, atque arte insidiisque fefellit,  
namque est mente mea praesens tua semper imago,  
ac me deseruit somnus propter meum amorem.  
Nunc igitur, cum sit de more sacratus ubique  
imprimisque dies devotus amantibus, oro,  
tu mihi sis clemens, quod flamma incendor et igni.

Sum confessus amorem abs te veniamque petivi.

SCOTT HIGH SCHOOL,  
Toledo, Ohio.

MILDRED J. BRIGHAM.

#### THE CLASSICAL ASSOCIATION OF THE PACIFIC STATES

In THE CLASSICAL WEEKLY 10:70-71 an account was given of the organization of The Classical Association of the Pacific States. The second annual meeting of this Association was held at Reed College, Portland, Oregon, within the territory of the Northern Section of the Association, on December 27-28. The meeting constituted the seventh annual meeting of the Association formerly known as The Classical Association of the Pacific Northwest.

The programme of the meeting was as follows: Classics and the Reformer, Professor Herbert C. Nutting, University of California; Some Examples of the Influence of Cicero on Modern Oratory, Professor Herbert A. Clark, University of Oregon; High School Latin—the Aim, Mr. I. A. Meleney, Franklin High School, Portland; Some Mediaeval Conceptions of Terence and the Latin Stage, Professor Jasper J. Stahl, Reed College; A Roman Matinee, Dr. Arthur P. McKinlay, Lincoln High School, Portland; The Slave in Plautus, Miss Laura H. Peterson, Lincoln High School, Portland; William of Malmesbury and the *Mirabilia Romae*, Professor Frederic S. Dunn, University of Oregon; The Hellenism of Walter Pater, Mr. Claude N. Newlin, Lincoln High School, Portland; An Educational Subsidence, Professor Frank C. Taylor, of Pacific University; The Educational Value of Latin, Professor William E. Kirk, Willamette University,

Salem, Oregon; The Correlation of Latin with English, Miss Leida H. Mills, Lincoln High School, Portland; The Correlation of Latin with Roman History, Miss Leona L. Larabee, Lincoln High School, Portland; The Ulysses Myth in English Literature, Professor Thomas K. Sidey, University of Washington, Seattle.

The Officers of the Northern Section of The Classical Association of the Pacific States, for 1916-1917, are: President, Professor Frank C. Taylor, Pacific University, Forest Grove, Oregon; Vice-President, Professor Frank F. Potter, Washington State College, Pullman, Washington; Secretary-Treasurer, Miss Julianna A. Roller, Franklin High School, Portland, Oregon.

#### THE CLASSICAL CLUB OF PHILADELPHIA

The 130th meeting of The Classical Club of Philadelphia was held on February 2. Professor J. J. Van Nostrand, Jr., of the University of Pennsylvania, read a most interesting and instructive paper on The Reaction of Spain upon Rome. External factors were of great importance in the history of Rome and in the development of the institutions generally called the contributions of Rome to world civilization. Many vital changes in the life of Italy were due not merely to expansion, but to the adoption of non-Roman methods.

The influence of Spain upon Rome was discussed from the military, the administrative, and the political point of view. The economic and cultural reactions were very briefly touched upon. "Spaniards played more than a passive rôle in Roman history", said Professor Van Nostrand in conclusion, "and, if Spain largely caused the downfall of the Republican system, it is equally responsible for the success of the first two centuries of the Principate. It is a far call from Viriathus to Trajan; but the man whose name caused Rome to tremble, and the man who spread the boundaries of the Empire to their greatest extent, were both natives of Hispania".

B. W. MITCHELL, *Secretary*.

#### THE NEW YORK LATIN CLUB

The second meeting of The New York Latin Club for 1916-1917 was held Saturday, February 10, at Hunter College. Mr. John Jay Chapman delivered a very entertaining and stimulating address on Lucian. Quite in the manner of Lucian, Mr. Chapman, in his Introduction, wittily satirized the scholars who feel constrained to read all the works of other scholars. He urged all to go straight to the literature of antiquity, fresh, and to go with wits unbefogged by this critical literature.

Mr. Chapman called attention to the fact that the bond between the age of Pericles and our own was made more lasting through Lucian, the cosmopolitan Syrian, who lived under the Roman Empire. Lucian burlesques tradition with gentle gaiety and brings us nearer to Greek literature. Besides classic lore, he gives us a wealth of fairy-tales and narratives which the Alexandrian scholars rejected. So, in his *True History* we see the background of the adventures of Robinson Crusoe, of Gulliver, of Sinbad and of Baron Munchausen's creations. In the *Menippus* one is brought close to the popular superstitions of England, as they were described by Bulwer. Lucian's Dialogue about Death doubtless inspired Hamlet's soliloquy, and in his *How to Write History* is found the substance of Hamlet's advice to the players.

Dr. C. F. Wheelock, Commissioner of Secondary Education at Albany, vigorously expressed his belief in the Classics.

The Club now has 355 members.

JANE G. CARTER, *Censor*.

<sup>1</sup>Written by a High School pupil for St. Valentine's Day.